

**North Central Area Schools
 Teacher Performance Assessment
 20__ - 20__ School Year**

Teacher	
Building	
Assignment(s)	
Administrator(s)	
Date of Evaluation	
Evaluation Total & Classification	_____ of 100 _____ Highly Effective _____ Minimally Effective _____ Effective _____ Ineffective
Signature of Administrator	
Signature of Teacher	

<u>RUBRIC</u>	<u>WEIGHT</u>	<u>SCORES</u>
Student Growth	50%	
Instruction	25%	
Classroom Management/Environment	15%	
Professionalism	10%	
TOTAL	100%	

Student Growth

1. What specific ***student performance (growth) goals*** are identified for the teacher?
The goals must be:
 - *Obtainable
 - *Measurable
 - *Valid (Objective based)
 - *Linked to the current School Improvement Plan

2. What specific strategies for goal attainment are to be utilized?
 - *Planning Tools

3. What ***measurement tools*** will be used to determine successful goal attainment?
(varied and agreed on by the teacher and the administrator)
 - *Performance
 - *Rubric
 - *Projects
 - *MME/MEAP
 - *Work Keys
 - *Normative Based

- *Formative
- *Local Common Assessment
- *Plan, Explore and ACT
- *Pre/Post
- *Chapter/Book Assessments
- *Other agreed upon tool(s)

4. What specific *evidence* exists to confirm the successful attainment of the listed goals?

Not Progressing Toward Goals	Progressing Toward Goals	Meets Goals	Exceeds Goals
Goals not met.	Some goals met	Most goals met with no regression	All goals are met

Instruction

	Not Progressing Toward Goals	Progressing Toward Goals	Meets Goals	Exceeds Goals
Knowledge of content and curriculum	Concepts not conveyed. Grade Level Content Expectations not evident or limited knowledge of concepts	Awareness of concepts and content expectations with limited inclusion	Application of appropriate MI Frameworks and MI Grade Level Content Expectations in lesson design and delivery; and ability to discuss application and underlying subject concepts	Teacher researches concepts and applies in the classroom to enhance grade level expectations
Instructional Planning – Lesson Plans, Pacing your lessons	Poor organization. Activities are poorly placed or chosen	Lessons show minimal planning and appear to match the text	Documentation to show how the daily instructional lesson fits in with the overall course pacing guide.	Lessons are thoroughly planned and documented with alternatives for the unusual
Knowledge and use of assessment data for instructional decisions	Little or no use of assessment data is evident. Instruction is standard one-size-fits-all.	Assessment data is evident but is not tied to new instructional goals or the redesign of past instruction	Valid and reliable assessments are used. Assessments are consistent with goals and objectives and expectations. Appropriate and effective feedback is used.	Valid and reliable assessments are consistently used. Assessment results routinely serve as the basis for instructional design.
Effective and appropriate use of technology when used for instruction	Teacher’s use of technology interferes with the instructional process.	Technology is not a regular part of the instruction.	Technology is used to substitute existing instructional practices.	Technology is used to enhance a lesson.
Differentiation	Teacher does not differentiate instruction for students.	Teacher uses few strategies to enhance instruction and has limited interventions for struggling students.	Teacher used multiple interventions for instruction.	Teacher uses higher level questions and questioning techniques.
Lesson Design and Delivery	Teacher does not use variety in teaching techniques. Delivery is constant and consistent, regardless of results.	Teacher may occasionally change delivery but uses the same materials. Instructional design is not based on improving what already exists	Teacher uses a variety of instructional techniques and/or educational materials to meet student needs. Use of supplemental instructional materials and techniques to enhance instruction	Teacher extends the lessons beyond the expectations for enrichment and cross-curricular expectations

Classroom Management/Environment

	Not Progressing Toward Goals	Progressing Toward Goals	Meets Goals	Exceeds Goals
Record Keeping 1/3	Grade book, attendance, assignments & documented observations are often incomplete and/or have errors	Grade book, attendance, assignments & documented observations are kept but teacher requires frequent prompting for compliance or error correction	Grade book, attendance, assignments & documented observations are kept, but teacher may need occasional prompting for compliance	Grade book, attendance, assignments & documented observations are always kept, organized and timely
Classroom Organization/Safety 1/3	Classroom is not organized in a manner that is conducive to learning and at times may contribute to unsafe conditions.	Teacher occasionally requires prompting to organize the room in a safe and orderly manner.	Classroom is usually organized and set up in a manner conducive to learning with attention to safety.	Classroom is always organized and set up to maximize learning and minimize safety concerns.
Classroom Rules, Procedures/Routine 1/3	Classroom rules, consequences, procedures and routines are not evident or posted for student availability and compliance.	Classroom rules, consequences, procedures and routines are inconsistently administered.	Classroom rules, consequences, procedures and routines are consistent, fair and administered with respect.	Classroom rules, consequences, procedures and routines are posted, communicated for understanding and when necessary, students are addressed with respect.

Professionalism

	Not Progressing Toward Goals	Progressing Toward Goals	Meets Goals	Exceeds Goals
Timeliness (Punctuality) 1/4	Often is late	Sometimes late and/or leaves early.	Meets contractual obligations. Displays punctuality on a daily basis.	Regular early arrival and/or late departure.
Communication and involvement with colleagues and parents 1/4	Does not attend meetings.	Frequently misses meetings. Provides at least a yearly parent communication.	Meets contractual obligations. Regularly attend staff meetings. Provides a quarterly parent communication.	Attends all meetings and participates in other school related activities.
Building participation 1/4	Does not attend meetings.	Frequently misses meetings.	Meets contractual obligations. Willingly participates in one school-wide/building committee	Involved in more than one committee.
Professional Development 1/4	Does not attend PD activities.	Is present at PD activities but does not actively participate.	Is engaged in PD activities and actively participates.	Is engaged in PD activities, actively participates and routinely applies what has been learned through application in the classroom.

Evaluation Categories

85% - 100% Highly Effective

70% - 84% Effective

60% - 69% Minimally Effective

Less than 60% Ineffective